



UNSW
SYDNEY

Arts & Social Sciences

School of Education

EDST5133

Creating Engaging Learning Environments

Semester 1, 2018

Contents

1. LOCATION	2
2. STAFF CONTACT DETAILS	2
3. COURSE DETAILS	2
<i>Student Learning Outcomes</i>	3
<i>AITSL Professional Graduate Teaching Standards</i>	3
<i>National Priority Area Elaborations</i>	3
4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH	4
5. TEACHING STRATEGIES	4
6. COURSE CONTENT AND STRUCTURE	5
7. ASSESSMENT	6
8. RESOURCES	13

IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5133 Creating Engaging Learning Environments (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Coordinator: Terry Cumming
Office Location: John Goodsell 129
Email: t.cumming@unsw.edu.au
Phone: 9385 1944
Availability: Wednesdays from 1-3pm

3. COURSE DETAILS

Course Name	EDST5133 Creating Engaging Learning Environments
Credit Points	6 units of credit (6 uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	http://classutil.unsw.edu.au/EDST_S1.html

Summary of Course

This course will draw on a variety of theoretical and practical perspectives, principles and research to provide pre-service teachers with a depth and breadth of knowledge that will enable professional decision-making and practice in establishing classroom management through positive behavioural support and ensuring student engagement in learning.

Based on last year's student feedback, the following course changes have been made:

- *The addition of more technology use in both learning and teaching aspects of the course.*
- *The first assessment is more scaffolded than in previous semesters*

Student Learning Outcomes

Outcome	
1	By completing this course, it is intended that students will be able to: Demonstrate an ability to engage students effectively in the learning process.
2	Develop and maintain a positive learning environment in the classroom.
3	Plan, manage and deliver productive lessons.
4	Use both high-tech and low-tech evidence-based strategies and tools to address the diverse learning needs of students and maintain learning engagement.
5	Manage difficult behaviours and create a safe and productive learning environment.

AITSL Professional Graduate Teaching Standards

Standard	
1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.3	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds
3.2	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities
4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.
4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour.
4.4	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.
4.5	Use ICT safely, responsibly and ethically
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers

National Priority Area Elaborations

Priority area	
A. Aboriginal and Torres Strait Islander Education	5, 6
B. Classroom Management	1, 2, 3, 5, 8, 9,10
C. Information and Communication Technologies	1, 2, 3, 5, 8, 9, 10, 12, 14
D. Literacy and Numeracy	2
E. Students with Special Educational Needs	2, 3, 5
F. Teaching Students from Non-English Speaking Backgrounds	3, 9, 10

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Effective classroom management involves developing productive learning environments that foster positive learning dispositions and responsibility for learning among students. This course is included to enable students to develop an understanding of the theory and practice of classroom interaction and culture that will enhance teachers' effectiveness in engaging students in productive learning from K-12.

By developing informed, reflective practitioners, classroom teachers will be equipped with the classroom design and management tools needed to be able to create and maintain safe, caring and challenging learning environments in K-12 settings

5. TEACHING STRATEGIES

- explicit teaching including lectures using a range of teaching strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- extensive opportunities for small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, to question and to problem solve
- use of Moodle and discussion tools to provide extra learning material and the capacity for online discussion

These activities will occur in a climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Week	Lecture Topic	Tutorial Topic
1 28 Feb	A discussion of broad educational theories and philosophies. Why they are important to practitioners. How to build an educational and classroom management philosophy grounded in theory and evidence. Reading: Chapter 1 of Brady & Scully text	Classroom management theories, practical applications. What do the ideal teacher and classroom look, sound, and feel like?
2 7 Mar	Creating and sustaining an effective school-wide behaviour system. How these systems differ across primary and secondary schools. Positive Learning Framework: one model and how it can be used to form a philosophy as well as an evidence-based system. Reading: Chapter 5 of Brady & Scully text	Developing rules, routines and procedures.
3 14 Mar	Culturally responsive behaviour management. How to include students who identify as ethnically diverse, migrant, refugee, indigenous, LGBTI, as well as those involved in the out of home care and juvenile justice systems. Reading: See Reading List on LMS	Evidence based practices, stories from the field
4 21 March	School connectedness- quality of teacher-student relationships and school-home communication. Underpinning values –ethics of care (care for learners/care about learning). Establishing a positive school and classroom climate. Role of teacher communication/discourse in facilitating cooperative student and family relations. Building positive relationships- understanding childhood and adolescence, knowing your students. Dr. Richard LaVoie’s take on communication with students Reading: Chapter 4 of Brady & Scully text	Think Pair Share: how to establish a positive climate. Communication activity: How to speak to parents/carers role play.
5 28 Mar	Curriculum, assessment, and pedagogy. Understanding that meeting key student academic needs significantly increases student motivation, learning, and on-task behaviour. Developing methods for ensuring these needs are met within your classroom. Bullying. Reading: Chapter 3 of Brady & Scully text	Best practices; Bloom’s Taxonomy
Mid-semester break		
6 11 Apr	Social and pedagogical implications of ICT on personalised and group learning. Ethical use of and access to reputable material, and curation. Staying safe online, cyberbullying, plagiarism, privacy. Critically evaluating, retrieving, manipulating and managing the information from a range of digital sources, including social media	Exploring the digital environment- How prepared are you? Students will explore strategies for effective and responsible integration of digital technology into their pedagogy to support differentiated student-centred learning.
7 18 Apr	Supporting students with autism, intellectual disability and emotional and behavioural disabilities in the inclusive K-12 classroom settings.	Accommodations for diverse populations

	Video: F. A. T City	
8 25 ANZAC Day Wed 25 April	Responding to students in regard to the escalation cycle. Tier 3 behavioural interventions. Iris Peabody Online training https://iris.peabody.vanderbilt.edu/module/bi1/ https://iris.peabody.vanderbilt.edu/module/bi2/ This is an attendance requirement. Submit the answers to the assessment questions from both modules in the Turnitin box on the course's website. See LMS for this week's reading	
9 2 May	Understanding the place and significance of classroom organisation in the development of best practice classroom management plans. Analysing classroom organisation strategies to identify their theoretical underpinnings. Recognising and appreciating a diversity of classroom organisation strategies Reading: Chapter 2 of Brady & Scully text	Strategies for specific behaviours, how to work these into a management plan
10 9 May	Classroom management and prevention; management in practice. Professional Reflexivity Reading: Chapters 6 & 7 of Brady & Scully text	Individual and group reflection regarding personal limits; how to keep self happy
11 14 May – 18 May	Online Modules Teacher and student wellbeing Managing bullying Creating culturally responsive classrooms	Student Well Being Journals

7. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
Assessment 1 Evidence Based Practice Assessment	3,000 words	50%	1,2,4,5	1.3,1.4,1.5, 1.6, 2.3, 2.6, 3.1, 3.7, 4.1, 4.2, 4.5, 7.3	B1,3,9,10 C3, 5 D2 F10	5pm Monday 26 th March
Assessment 2 Classroom Management Plan	3,000 words	50%	2,3,4	1.3,1.4,1.5, 2.3, 2.6, 3.1, 4.1, 4.2, 4.5	A1,5 B1,2,5,8,9 C3, 10, 14 D2 E2,3	5pm Friday 11 th May
Assessment 3 Student Wellbeing Journal*	~1000 words	Hurdle Requirement	2, 4, 5	1.1, 1.3, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5	A5,6 B1,2,4,5,8,9,10 C14 E2,3,5, F3,9,10	5pm Tuesday 15 th May*

* We recommend you complete the Student Wellbeing modules as per the schedule below to avoid last minute panic at the end of the semester.

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted **online via Moodle (Turnitin) by 5pm**. Students no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment Details

Students are expected to read the assigned readings, attend lectures, and attend at least 80% of the tutorials.

Assessment 1 – Evidence based practice assessment (50%)

Choose three evidence-based practices from the list provided on the matrix. Research to find a journal article to support the use of each one, ensuring that one of them involves the use of digital technology. These articles should be current (within the past ten years) and from a peer-reviewed journal. Use the information in the article to complete the matrix. The practices should be well-aligned with each other and a particular philosophy, and be appropriate for the stage of the population you will be teaching.

The evidence you provide should be from journal articles from the last ten years. These should be referenced using APA style. Articles must be sourced from high-quality peer-reviewed journals.

Assessment 2 – Classroom Management Plan (50%)

This will consist of three parts-Philosophy, Theory, and Practice. Within the Philosophy section, students will include their personal beliefs about the nature of student misbehaviour and their beliefs about the role of the teacher as manager in the classroom. In the theory section, students will include which theorists their beliefs most closely align with, and a brief description of the central tenets of the chosen theorists. In the practice section, students will include: rules, codes of conduct, class motto, curriculum and pedagogy, lesson planning, procedures and routines, technology use and management, and emergency plans for inclusive classroom management. Please refer to the supplementary materials, proforma and rubric posted on Moodle.

Assessment 3 – Student Wellbeing Hub Modules (Hurdle requirement)

<u>Online Modules</u>	<u>Student Wellbeing Modules</u>
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To meet, in part, a number of graduate teacher standards, you will be expected to complete the online pre-service teacher modules located at the Student Wellbeing Hub located at:
<https://pplm.studentwellbeinghub.edu.au/Register/>

Please register in Week 1, as we strongly urge you to complete your first two Modules (Introduction and 1) by **Sunday the 4th of March**. The more you can do early in the semester, the easier the second half of this semester will be. It is an expectation that you will complete the activities, surveys, readings recommended for each module (see list below), and your journal entries for each module. Please save your journal work as you go into the journal space they provide. You will be required to upload your saved journal entries to **Turnitin** in Moodle as proof of completion **by the 18th of May**. You will also be able to obtain a certificate of completion that you can put in your teaching portfolio that will be useful for accreditation. You will also need to **upload certificate of completion on May 18th**.

Module	Additional Reading/Viewing Required *Located mostly in Follow Up section	Recommended Progress Date
<u>Introduction</u> <u>& 1</u> The National Safe Schools Framework	Read: Vincent, K, Hazell, T, Allen, J & Griffiths, T New times, new teachers: valuing social and emotional wellbeing in teacher education^ , Response Ability (PDF, 299 KB)	<u>Sunday 4th of March</u>
<u>2</u> We're all in this together – developing a supportive and connected school culture	Investigate: Values approaches View the online resource World of Values for students in years 3–10.	<u>Sunday 11th of March</u>
<u>3</u> I'm OK you're ok – enhancing student safety and wellbeing	In Explore section, look at 3 of the hyperlinked resources and provide a brief comment on them in your journal. Read the Andrew Fuller pdf on Into the mysteru of the adolescent mind in the REFLECT section.	<u>Sunday 18th of March</u>
<u>4</u> Be positive! – positive behaviour management	Read 5 Tricky Personalities – and how to handle them by Bill Rogers	<u>Sunday 8th of April</u>
<u>5</u> Making connections	Read: Wu, C & Heard, J 2012, What makes learning stimulating? , Connect, 196, 7–8	<u>Sunday 29th April</u>
<u>6</u> A helping hand – early intervention and support	Nil	<u>Friday 18^h of May</u>

As a guide, each module may take **up to an hour including watching the embedded clips and completing the above readings**. Focus on the **High School/K-12 clips** when a variety of video clips are offered. Make sure you **SAVE** all your entries as you go to avoid losing your work.

All Modules must be completed, as this and all tasks are hurdle requirements.

The following page provides instructions for how to create a pdf of your journal entries that you must load to Turnitin in Moodle.

To create pdf files for your journal entries for each of the six modules, follow these steps.

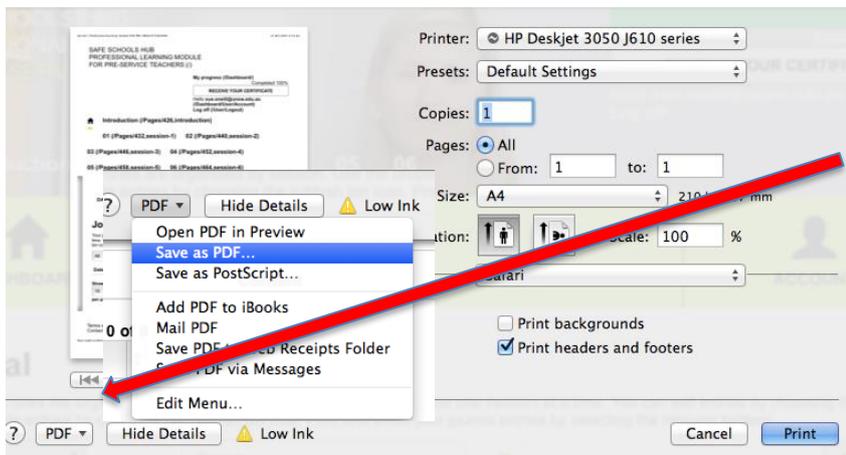
1. Click on the home/house icon in the Student Wellbeing Hub = dashboard
2. Click on the Journal Icon
3. In the dropdown menu for the box on the left-most side of the page, select the Module you require (Select ALL)
4. No need to filter (next box across)
5. Choose the printer icon (on RHS) **Options**
6. Set Showing 1 to X box at the bottom of the page to 100.



When the print page comes up, search for the option to save as pdf. On my Mac it is at the bottom of the print view page.

Rather than printing the file, it save it as a pdf.

Check the pdf that it saves/creates to make sure it has included **all your entries**. The default setting shows only 10 entries per page. Makes sure you set it to **100** as recommended above.



You will upload **the pdf to Turnitin** and when you have finished all your Modules, you should upload your Certificate of Completion also to the assigned spot.

Submission of Assessment Tasks

All tasks must be submitted in electronic form to Turnitin by 5:00 PM on the due date (Turnitin does not permit a midnight time stamp). Each task has a unique Turnitin spot in Moodle in the Learning Activities pane.

For more information, please refer to the School of Education's policy and procedures [here](#)

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
<i>One: EBP Guide</i>	<i>Written via Turnitin</i>	<i>10 days from due date</i>
<i>Two: CMP</i>		
<i>Three: Journals</i>		

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5133 CREATING ENGAGING LEARNING ENVIRONMENTS

Student Name:

Student No.:

Assessment task: Evidence Based Practice Guide

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in behaviour management 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of key behaviour management principles, concepts and issues explicitly raised during the course and in your follow up readings. • Clear, detailed description of each practice • Depth of research support for each practice 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature on behaviour/classroom management; • resources are current and relevant 					
Structure and organization of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation, including use of numbering, referencing 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references (use of APA 6th ed.) • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Tutor:

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 50 %

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
FEEDBACK SHEET
EDST5133 CREATING ENGAGING LEARNING ENVIRONMENTS

Student Name:

Student No.:

Assessment task: Classroom Management Plan

SPECIFIC CRITERIA	(-) ➤ (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in Classroom Management 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of key behaviour and management principles, concepts and theories explicitly raised during the course and in your follow up readings. • depth of analysis of personal management philosophy • depth of analysis of theories/systems that underpin this philosophy • clarity and depth of actual classroom management plan 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and theories on classroom management to support response 					
Structure and organization of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings and summaries to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references (use of APA 6th ed.) • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 50 %

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

8. RESOURCES

Required Readings

Brady, L. & Scully, A. (2005). *Engagement: Inclusive classroom management*. French's Forest, NSW: Pearson Australia

Further Readings

Readings posted on the Moodle course website.

McDonald, T. (2010). *Classroom management: Engaging students in learning*. South Melbourne, VIC: Oxford University Press.

Crone, D., Hawken, L., Horner, R. (2010). *Responding to Problem behavior in schools: The behavior education program* (2nd ed.). New York: Guilford Publications.